# The following are suggestions for teachers to say when giving feedback to the student on their Daily Progress Report\*. Remember to focus and pay most attention to the behavior you want to see more of, but let the student know why they received the score you gave them. Stay positive and upbeat and avoid being critical or sarcastic.

**For mostly “2’s “**

Wow you got all (almost all) 2s today! You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state target behavior exhibited such as “you kept your hands feet to yourself, and you followed directions”*). I liked the way you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state something else student did well such as “you very nicely offered to help Zack when he didn’t understand the directions”).* Way to go!

**For “2’s” and “1’s”**

\_\_\_\_\_\_\_ *(student name)* - you are doing so well! Look at that score- I saw that you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state target behavior exhibited).*  You’re going to make your goal!

**OR**

I saw you trying very hard today to stick to the rules and make your goal. Even though you got some 1’s today because you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state behavior that student had some difficulty with)*, you did really well on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state a positive example of a good choice the student made or something he/she did well)*.

**For “1’s and “0’s”**

Looks like you were having some trouble today. I know you can follow all the rules and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state target behavior such as keep hands, feet, and objects to yourself)* but I didn’t see you doing that (consistently) today. When you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state a specific example of a poor choice such as “when you threw that book”),* you were not following the expectation of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state target behavioral or expectation such as ”you were not keeping hands, feet and objects to yourself.”).*  What do you think you will work on tomorrow or what will you do differently tomorrow?

**OR**

You’ve had some really good days, so even though you missed your goal today, because of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state specific behavior that needs improving such as “because of those times when you were talking instead of working”)*, I know you can do much better.

**For mostly (or all) “0’s”**

You seemed to have trouble \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state target behavior such as staying on task)* today and you were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state specific example such as “you were* talking *instead of staying on task and finishing your work”)* so you got 0s. I know you can do much better. Let’s see how it goes tomorrow.

**OR**

You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state specific example such as “you didn’t follow directions and take your seat even after I asked you to twice”),* so your score was “0” on this target behavior. What should you do when I ask you to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state target behavior or expected behavior such as follow directions or stay on task).*  (Student responds) That’s right! Let’s try again tomorrow.

**OR**

Looks like you were having some trouble today. I know you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(state target behavior such as “I know you can follow all the rules and finish your work”)*. I bet you can make your goal tomorrow.

\***Note to Team: change the names to reflect the names of the program at your school.**